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Trinity College Bulletin, 1953 (Inauguration of Albert Charles Jacob)

Trinity College

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The Inauguration of
ALBERT CHARLES JACOBS
 as the Fourteenth President of
 TRINITY COLLEGE



Saturday, May the Sixteenth

Nineteen Hundred Fifty-three

The One Hundred Thirtieth Anniversary
 of the Chartering of the College



HARTFORD, CONNECTICUT



PRO ECCLESIA
ET PATRIA

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P R E F A C E

For the last three days of the 129th year of Trinity College, the campus was overhung with clouds of a stationary weather front which overcast an area 500 miles wide from Maine to Louisiana. During the morning of Charter Day, however, a pressure system bulged the front seaward bringing clear skies and sun to New England and contributing greatly to the success of the inauguration of the Fourteenth President. The clear weather lasted only for the afternoon of the inauguration.

Almost 1,000 delegates and friends were entertained at an inaugural luncheon in Memorial Field House from noon until 1:30 P.M. The huge building was transformed to a "concert-in-the-park" scene with tables arranged at random around a concert stand where four members of the Hartford Symphony played chamber music throughout the luncheon. Blue and gold was the decorative motif.

Frank L. Johnson, '17, played a concert at the Plumb Memorial Carillon from 1:45 to 2:15 P.M. as guests assembled for the inaugural exercises. The site of the ceremony was the lawn immediately south of the Chapel Tower, with a platform for the official party at the base of the tower. The academic procession formed at Williams Memorial, proceeded to South Jarvis, crossed the lawn, and approached the audience from the South. President Jacobs and Dr. Johnson spoke from the Luther Pulpit, which had been unused since the dedication of the John Huss stone there in 1939. The remainder of the ceremony was conducted from the platform. Attendance at the ceremony was about 1800.

Following the inauguration, President and Mrs. Jacobs received the guests at their home at 115 Vernon Street.

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Invocation

BY THE REV. GERALD BURNETT O'GRADY, JR.
Chaplain of the College

O God, forasmuch as without thee we are not able to please thee; Mercifully grant that thy Holy Spirit may in all things direct and rule our hearts, through Jesus Christ our Lord. AMEN

Presentation of the President

BY ALLEN NORTHEY JONES, '17

Chairman, Trustees Committee to select the Fourteenth President

Two years ago this month, Keith Funston resigned the presidency of Trinity College to accept the presidency of the New York Stock Exchange. It was with regret that the trustees accepted his resignation. Keith Funston had vigorously led this college for a period of six years so that it had steadily improved its position as one of the leading liberal arts educational institutions of the country.

Dean Arthur Hughes was unanimously elected Acting President to serve as the chief executive officer of the college until a new president should be selected. Trinity men sincerely appreciate Arthur Hughes' loyal devotion to the college and his able and understanding administration of its affairs during the period from September 1951 until March 1953 when for a second time he served with high distinction, as our Acting President.

In May, 1951 a committee of the Board of Trustees was appointed to nominate a new president. The first action of this committee was to set up specifications to guide us in the selection of a candidate. We knew that the man we were seeking should have certain qualities, some of which were essential, and others desirable; maybe not all available in any one man. We felt that the man should be a scholar and educator to lead the faculty and to command the respect of the educational world; that he should be an able administrator to run the affairs of the college on a businesslike basis and to see that Trinity continues to live within its income and spend all that it receives but no more than it receives in the education of young men who come here; that the man should have a warm and pleasant personality so that faculty, students, alumni, and the citizens of Hartford look upon him as a friend and so that he might attract other friends to the college; that because of our relationship with the Episcopal Church and because of the position that our splendid Chapel occupies in the lives of the students he should be a religious man and an Episcopalian; that the man should be an aggressive man in the prime of life rather than one beyond his prime resting on the laurels of past accomplishments; that he should be conservative in his politics and not allied with any "pink groups"; that he be a family man having a wife with an attractive personality; and that he be an alumnus of our beloved Trinity.

Alumni, faculty, and friends of the college suggested names to the committee. The list included college presidents, deans and professors, headmasters of preparatory schools, outstanding educators and administrators, members of the clergy, alumni, and others distinguished for their activity in government, international affairs, literature, and business. By the spring of 1952, after investigation of the records of these men the list had been cut down to more manageable proportions but the committee was not then ready to nominate a candidate. There was some criticism that we did not make a nomination last June so that a president might be elected at last year's Commencement to take office in September, but the committee felt that it was much more important to get the right man than to make a quick decision.

It was not until late in June last year that the Chairman of the committee, while talking in San Francisco to the president of a large western university, realized that here was the man that fulfilled all of our specifications except that of being a Trinity alumnus. The only question was whether he could be persuaded to leave that western university and come to Trinity. Your Chairman ascertained that this man would be in the East later in the summer and arrangements were made for him to meet with groups of Hartford and New York trustees in September.

This man, Albert Jacobs, was born in Birmingham, Michigan, in 1900. He was named a Rhodes Scholar upon his graduation from Michigan where he had been a member of Phi Beta Kappa. After three years study at Oxford he was elected to a fellowship, becoming a full-time teaching member of the faculty there. He stayed in England for another three years as a lecturer in jurisprudence. He earned the degrees of Bachelor of Arts in 1923, Bachelor of Civil Law in 1924, and the Oxford Master of Arts, considered equivalent of the American doctorate, in 1927. He came back to the United States in 1927 to teach at Columbia University where he was recognized as an outstanding teacher before he reached the age of 30, having been named an associate professor there in 1929. At the age of 29, he became a full professor in 1936. His textbooks in the field of property and family law are in use in many law schools today. His popularity with the Columbia faculty was attested by his election to the presidency of the Men's Faculty Club for the six years from 1934 to 1940.

Dr. Jacobs' study at Michigan had been interrupted by service as a private in World War I. During the second World War he was commissioned a Lieutenant Commander in the Naval Reserve in 1942 and rose to be a Captain in 1944, having been on active duty from 1942 until the end of 1945.

Upon his return to Columbia in 1946 he was named an assistant to the president. When General Eisenhower was named president of Columbia in 1947, Dr. Jacobs was made Provost of the University, serving in the president's place during his leaves and absences from the University.

In 1949 he was elected Chancellor of the University of Denver, the only independent university in the Rocky Mountain area. As Chancellor, a term there used as we use President here, he faced the extremely difficult problems of postwar adjustment and led an extensive reorganization of curriculum and faculty to meet the needs of that community college. He also took a leading part in Denver civic affairs.

Columbia honored him by conferring upon him the degree of Doctor of Laws in 1950. He also has honorary degrees from Syracuse, Temple, Colorado College, the University of Colorado, and the University of Denver.

Dr. Jacobs is a prominent Episcopal layman, having served while at Columbia as a member of the Board of Religious Education of the Diocese of New York and chairman of the Commission on College Work. At Denver he was a vestryman of St. John's Cathedral where our Paul Roberts of the class of 1909 is dean. He is now a member of the Commission on Recruiting for the Ministry of the Episcopal Church.

Dr. Jacobs has a charming wife, two daughters, and one son. One of the daughters is married and living in Ann Arbor and the other is here in Hartford. The boy is a student at Deerfield.

Dr. Jacobs and his family have been living in the President's house, 115 Vernon Street, since early March.

Mr. Brainard, I now present Albert Charles Jacobs for official investiture as the President of Trinity College.

Investiture of the President

NEWTON CASE BRAINARD

Chairman, Board of Trustees

Mr. Jacobs, you have been selected by the unanimous vote of the Trustees of Trinity College, and I, as their Chairman, declare that you are appointed President of Trinity College. As evidence of your authority, I now put in your charge the traditional insignia of that office.* This mace stands for your executive powers. This key signifies that the physical properties of the institution are in your charge. This book, dear to every man who has ever graduated from Trinity, shows that there has been delegated to you responsibility for the educational activities for which this college was founded.

** The insignia of office were delivered to Mr. Brainard by Arthur Howard Hughes, Dean of the College and former Acting President. The key and book were given to the Dean by James Kenneth Robertson, Treasurer, and Lawrence William Towle, Secretary of the Faculty. The mace was placed in its cradle by John Edward Candelet, mace bearer.*

Trinity's Role in the Current World

The Inaugural Address

ALBERT CHARLES JACOBS

Humbly I accept these—the symbols of authority you have entrusted to my custody. With the help of Almighty God, I will, to the best of my ability, forever hold them sacred and inviolate. As I begin my term as the Fourteenth President of this venerable institution, I pray for continued strength and guidance from our Father in Heaven.

This gathering of so many of the Trinity family, friends and distinguished representatives is a signal honor to the college “‘Neath the Elms.” My first act as the officially installed President is to extend to all a heartfelt “thank you.” The College warmly welcomes you and with lasting pride will record the tribute of your presence.

To me it is singly fortuitous that my installation falls on the one hundred and thirtieth anniversary of the granting of our Charter. On May 16, 1823, a spark was lighted which during the intervening six score and ten years has flamed ever brighter and brighter. During my custodianship may the light on this hallowed shrine, with the blessings of Almighty God, shine with increasing intensity.

I am proud to associate myself and my entire future with this historic college, the forty-first to be founded in this country—a college with firm and long-established principles of integrity in education, dedicated as it is to fundamental training in the liberal arts, which include the sciences as taught at Trinity; a college with high academic standards maintained by a distinguished and scholarly faculty, honored in 1845 with the eighth chapter of Phi Beta Kappa; with an excellent library now happily enriched by the rare Watkinson Collection, a college with a carefully selected student body of splendid American youth intentionally and wisely kept small in number because of the genuine and personal concern for the individual student; with loyal and devoted alumni and trustees skilled in the affairs of church and state, in the professions and in business; a college with deep religious convictions—strong ties of tradition with the Episcopal Church—which in accordance with the terms of our Charter are furthered on the broadest principles of religious freedom; an independent college, relying for support and growth upon free men and free women, standing along with other non-tax-supported colleges and universities as the strongest bulwarks of the freedoms we cherish; an institution uniquely located in the splendid City of Hartford where freedom, culture, social conscience, and individual initiative, vital parts of the American heritage, long have flourished, in a community that means much to Trinity as Trinity does to it. To preserve and to further a college so richly endowed I pledge my full strength, my lasting devotion.

This inaugural ceremony, on this hallowed quadrangle with the background of our beautiful Gothic Chapel, may well serve as a point of appraisal and of assessment. On this historic day, thirteen decades after the granting of our Charter, it is altogether fitting that we consider “Trinity's Role in the Current World.” In so doing we will examine the goal of this college and evaluate the significance of its mission. These are the problems which as a newcomer I presume to discuss.

What then is the goal of Trinity College? In our motto lies the answer, *Pro ecclesia et patria*. Here in noble terms is expressed our dedicated purpose—steadfast over the years—a constant devotion to religious values and to the republic of which we are proud. “The aim of the institution,” according to *Scribner’s Monthly* of 1876, “is to furnish students a complete education and to prepare them for a truly educated manhood.” This means integrity in education—mental, physical, as well as spiritual and moral, strength. It is thus the high mission of the college to promote the intellectual, physical, moral, and spiritual development of the young men entrusted to our care so that they may become intelligent, self-reliant, upright, and enlightened citizens and leaders, whose personal lives are happy, fruitful, and meaningful. We aim to train them to be qualified effectively to meet the complex problems of the exciting world in which they will live; to develop character, which is the proper blending of wisdom, integrity, responsibility, and human understanding with spiritual values; to think and to act for themselves, to think as individuals and not as a group; and to make sound judgments. In essence, we want the student to develop as an individual, to attain his full stature as a person created in the image of God. To the successful attainment of these lofty goals I pledge my full strength.

Trinity seeks to gain these objectives through sound education in the liberal arts. Experience has taught that this is the most effective way to train our young men to become useful citizens and leaders, *Pro ecclesia et patria*, capable of thinking for themselves, of doing for themselves in the spirit that built this great nation; and, yes, of developing fully as individuals.

The curriculum, the faculty, a deep and pervading religious atmosphere, and the students are the tools for successful operation. Each must be sharp and effective.

The curriculum, subject to constant study for improvement, is sufficiently broad to provide fundamental training in the liberal arts. Through a knowledge of history and economics, philosophy and religion, language and literature, the fine arts, the sciences, the humanities, and the social studies our curriculum is constructed to build an open mind, schooled to careful thinking, trained in philosophic investigation, familiar with the thought of past generations; “people who have,” in the words of the Honorable John J. McCloy, “caught the fire of great thoughts, and great men, who know something of our culture and our history, who can exchange views in tolerance with others, and, above all, who have high ethical standards.”

From that day on June 2, 1824, when our first President, the Right Reverend Bishop Thomas C. Brownell of hallowed memory, vowed that the college would “seek the ablest professors,” our faculty have been selected with meticulous care, ever mindful that their primary duty is to stimulate thought and not the parroting of encyclopedic facts.

The college, I am proud to say, is built on firm religious foundations, *Dominus Illuminatio Mea*, believing in the view expressed by President Eisenhower that “If we are to be strong we must be strong first in our spiritual convictions,” and holding to the truth so well expressed by William Penn when the Colonial Constitution of Pennsylvania was being written: “People who are not governed by God will be ruled by tyrants.” Yes, this college receives enduring strength and guidance from its traditional bonds with the Episcopal Church. In accordance with our Charter we seek to intensify the ties of each student with his chosen faith.

Our student body, national in character and limited in size, is carefully selected without reference to race, color, or creed. It will remain small in number because we believe that the highest academic values can be conveyed only through

close personal contact between teacher and student. They cannot be transmitted simply through the radiation of sounds in lecture rooms of assembly hall size!

Trinity possesses, I believe, the requisite tools for the effective execution of our dedicated mission. But is this effective execution of more than academic interest? My answer is yes, unequivocally, yes. I say this because of the world in which we live, because of the enormity of the problems free peoples face, and because of current trends in education.

We are and will for years to come be engaged in a life-death conflict with the dread forces of totalitarianism, a conflict which President Eisenhower describes as "one of the spirit, . . . a struggle for the hearts and minds of men—not merely for property, or even merely for power. It is a contest," the President continues, "for the beliefs, the convictions, the very innermost soul of the human being." At stake is the dignity and integrity of the individual; whether he or the state is to be supreme, the real center of justice; whether God or Mammon will guide our destiny.

One of the characters in Arthur Koestler's novel, *Darkness At Noon*, explains the issue in dramatic terms, the choice we and other peoples must make: "There are only," he said, "two conceptions of human ethics and they at opposite poles. One of these is Christian and humane, declares the individual to be sacrosanct, and asserts that the rules of arithmetic are not to be applied to human units. The other starts from the basic principle that a collective aim justifies all means and not only allows but demands that the individual should in every way be subordinated and sacrificed to the community."

This conflict comes at a time when scientific genius has unleashed tools with a horrendous potential; "at a moment," again in the words of the President, "when man's power to achieve good or to inflict evil surpasses the brightest hopes and the sharpest fears of all ages." Yes, the atom is the symbol of our age, an age of technical specialization.

A wise resolution of these problems, problems that gravely concern our keenest minds, calls for citizens and leaders of wisdom, courage and vision, of understanding, resourcefulness, and faith in God. The ultimate choice mentioned by Arthur Koestler will be made not by governmental edict, but by the individual citizen in his day-to-day acts. He occupies a position of compelling consequence, more so than at any time in history. He is the very heart of our ideology, of our way of life. We must see that he has the wisdom, the courage, the self-reliance, the moral and spiritual strength to think for himself and to act for himself, to decide for himself, without dependence on or help from paternalistic government. Never has the world so desperately needed a proper sense of values, a crystal-clear perspective. For all of this, sound and thoughtful training in the liberal arts is fundamental.

The object of liberal education is man himself, his growth, his maturity, and his rationality, man as an individual. It has as its approach and its substance the study of human problems, the comprehension of ideas and of ethical concepts, a view of relationships, and a determination between choices. It seeks to inculcate an interest in the arts and the sciences for their own sake, the finding of values in life other than material, the development of individuality and of self-respect. It is both the approach and the means of approach to basic problems—to religion and morality, to politics and the state, to law and government, to economics and sociology, to science and technology.

The liberally educated man, although he may be a specialist in one field, has a mind that can operate in many fields. He has a balance of perspective between his own specialty and the efforts of all humanity; he has an ethical approach both to that specialty and to that totality.

Dr. Albert Einstein has sagely observed: "It is not enough to teach a man a specialty. Through it he may become a useful machine, but not a harmoniously developed personality. It is essential that the student acquire an understanding of and a lively feeling for values. He must acquire," this outstanding scientist continues, "a vivid sense of the beautiful and the morally good. . . . He must learn to understand the motives of human beings, their illusions and their sufferings, in order to acquire a proper relationship to fellow men and to the community."

This "proper relationship" is the goal of a liberal education. Instruction in the liberal arts provides the knowledge, understanding, and discipline for its acquisition; the perspective, the inquiring mind, and the sense of values to meet effectively the problems of the world and to make the day-to-day decisions on which our way of life depends. But too much higher education produces only the narrow specialist, with trained skill but without responsible judgment or a philosophy of life.

Freedom, rare in history and brief in time, as an ideal of western civilization, has come to us through the liberal arts and through the writings and teachings of those trained therein. The liberal arts provide more than just the transmission of this free heritage. They are the means for its preservation and furtherance; the professional training for citizenship and leadership; the very strength of a free people.

Business and industry are rapidly realizing the importance of liberal arts education. Industrial leader after leader states that the most difficult problem facing American enterprise lies in obtaining persons capable of sound judgment; that scientific and technical training alone no longer suffice.

But the half century which has seen the greatest technical advance in human history has also witnessed a marked decline in the importance attached to training in the liberal arts. Education has become increasingly available on a mass scale, with attention focused both on greater numbers and on vocationalism and specialization. The spirit of technical specialization has so pervaded our manner of thinking that it has tended to bring a rejection of all things out of kinship with the age in which we live.

The result of this emphasis has been a decompartmentalization of our thinking, a loss of meaningful connection with the source springs of our heritage, and the approach of western civilization to the brink of disaster. Specialization, according to President Charles W. Cole of Amherst, "is leading us to a Tower of Babel, a citadel without a common language," and this at a time when our existence depends upon understanding communication with other nations and other peoples. These are strong charges, but the truth of them is manifest. There must be coupled with our technical advance all the resources and the strength and the wisdom which the liberal arts can rally; they must serve as a leavening influence. With an educational system which emphasizes vocationalism and specialization, we are hardly prepared to be the custodians of the heritage of free peoples, indeed, to appreciate our own heritage.

This has progressively become the generation of the "common man," and "common" has come to mean "technically skilled." We have created a generation of men who have a great deal in common, that is, much know-how, and little know-why. They know how to manipulate materials, but not how to mature as men; how to amass worldly goods, but not how to lead meaningful lives; how to release atomic power, but not how to use it wisely. Education following this cultural drift tends, in the language of General Arnold, to create a generation of "technological giants and moral midgets." This then is the challenge to the liberal arts college, and particularly to Trinity, built as it is on firm religious foundations—a challenge we must meet and meet successfully.

In no way do I minimize the splendid service of our larger institutions with their fine professional schools and sound areas of specialization. But I do say, and say emphatically, that our liberal arts colleges have a unique and vital role, one they alone can fulfill.

Education in the liberal arts always is interested in training the uncommon man—not as man is or has in common with other men—but what he may and ought to become as a unique child of God, with the promise of perfecting his capacities in service to God and man.

“Ah, but a man’s reach should exceed his grasp,
Or what’s a heaven for?”

Only such a man is the final object of a liberal and liberalizing education. The communists are interested in the common man, and educate not to liberate, but to indoctrinate—to level all men to the mediocrity of conformity. They challenge our values—and all that we hold dear and precious, and do so with the weapon of materialism which has taken over the thinking of too many of us, a weapon the fangs of which we are helping to sharpen. Our goal should and must be just the opposite; to help create the uncommon man, the moral and spiritual man; the man who will search himself so that he may distinguish the values he considers really worth while. Our goal must be to free and not to enslave, to raise all men to the stature of free sons of God and not bound slaves of the state!

If present trends continue, we will have a generation who will fail to appreciate our heritage and the freedoms on which this nation was built. We will have a people interested only in material things, in making more money, in seeking more physical comfort, a people leveled to the mediocrity of conformity. Gone will be the glory and the beauty of our heritage—its deep religious, cultural, and spiritual values—unknown except as interpreted historically by radio or television or other mass media. But in the final analysis, freedom and constitutional government depend upon the individual, upon his character, integrity, self-reliance, intelligence, and initiative, upon his appreciation of spiritual values—the very qualities liberal education aims to develop. This is the education of a free people.

A human being renders his greatest service to mankind by the maintenance of the integrity of his individuality and by a lofty self-respect. It is of this that Shakespeare wrote: “To thine own self be true.” All greatness of character, all belief in the integrity of the individual spirit was so well expressed by the single line of Tennyson ascribed to the Queen: “O loyal to the royal in thyself.”

“Trinity’s Role in the Current World” is of enduring importance. With humility I pledge that in the tradition of my illustrious predecessors, I will strive incessantly for the more perfect fulfillment of this noble mission—the fullest flowering of the individual.

“The Blue and Gold will be the standard
That leads us on to victory,
Symbol of Faith, Truth, Courage, Honour,
And all we learn at Trinity.”

Greetings from the Students

RAYMOND CLEO PARROTT, '53
President of the Student Body

I am reminded on this occasion of a description Walter Bagehot presents in his book on the English Constitution, though my history professor has grounds upon which to dispute the fact that I read the book. The words in context refer to a sovereign but taken out of context (which seems to be *the thing* to do in this age of ours), it is, I believe, apropos. Prefacing the paraphrase, I would state that Bagehot believed there were two parts to the English Constitution, the dignified and the efficient, each serving a definite purpose and each contributing to the whole. It is my belief that the president of a college serves somewhat the same function.

"Quite apart from forms and ceremonies to which the President lends a necessary dignity,—but more than that, unity,—a president of experience, capacity and ability, informed on public affairs, and in close touch with his faculty, administrative staff and students, is one of the most valuable elements in the college."

The record of Dr. Jacobs' past work and character shows that he is a President Trinity should be proud to have, and I am sure will always take great pride in acknowledging. It is with profound feeling and great pleasure that I welcome to Trinity College, on behalf of the student body, our fourteenth president, Dr. Albert C. Jacobs.

from the Alumni

HARMON TYLER BARBER, '19
President of the Alumni Association

The traditional relationship between a college and its former students is concisely expressed by the literal translation of the familiar designations, Alma Mater and Alumni, meaning foster mother and foster sons. In some respects alumni do resemble modern teen-agers in their behavior. According to popular conception alumni continually fret about the lack of complete success of varsity athletic teams; to the college administration they freely offer unsolicited advice on any and all problems; to their younger brothers, the undergraduates, they

appear to be quite useless, and in the eyes of the faculty they seem slow in acquiring a mature perspective or appreciation of the true value of scholarship.

President Jacobs, the alumni of Trinity are not different from the alumni of other colleges when it comes to common faults but we do profess to be motivated by the deepest interest in the welfare of Trinity and by the most sincere devotion to our alma mater. For many long months we have had an additional burden on our minds, a suppressed concern lest those charged with the responsibility of selecting our next President might falter in their purpose of finding one equal to the standard set by his predecessors. We who have been privileged to become acquainted with you during the past few weeks now appreciate the fact that our fears were needless. We wish you to know that we heartily endorse the judgment of the trustees in appointing you to become the fourteenth President of Trinity College. Your decision to leave a similar post with a much larger university to accept this appointment is a source of pride and inspiration to us.

President Jacobs, on behalf of the alumni, I warmly welcome you to Trinity College and pledge to you our continued loyalty and support. We stand ready to respond promptly and cheerfully to any call you may care to make on us, be it time or money, to make your presidency the greatest in the history of the college.

from the Faculty

LAWRENCE W. TOWLE
Secretary of the Faculty

President Jacobs, distinguished guests, friends and members of the College: It is a great privilege and a personal pleasure to represent the faculty upon this historic occasion and to extend to you, President Jacobs, and to your family the warmest greetings and the best wishes from every one of us. We are happy to welcome you into the Trinity family.

It is gratifying to welcome as the fourteenth President of the College a man who is so richly prepared for the post; a man who holds the teaching profession in such esteem that he chose teaching as his life's work, who is familiar with the problems and the aspirations of students and faculty alike, who has a broad experience in university administration, and who has acknowledged his responsibilities as a citizen by giving generously of his time and effort to the public service.

We find especially reassuring, President Jacobs, your undeviating faith in the ideal of liberal education. In a period in which war, preparation for war, and rapid technological advance have put a premium on scientific and technical training and research, there is a real danger that the values of liberal education may be underestimated, and that institutions devoted to liberal education may seem less worthy of public support than formerly. Science and technology have contributed most importantly to the enrichment of our civilization; and we must rely heavily upon them for the very preservation of our way of life. Yet our way of life requires much more than technological leadership. Americans would find inadequate, indeed, a society that denied them the unalienable rights of life, liberty, and the pursuit of happiness. Hitler's Germany supported a thriving technology and Stalin's Russia is bending every effort to develop one. But in each, human liberties have perished; the dignity

of man has been ground under the heel of militarism and technological regimentation. A liberal culture is indispensable to an environment in which a free society can exist and grow. Today, hardy and believing souls are needed to guide our liberal arts colleges, the bulwark of our liberal heritage, safely through tempestuous and uncharted seas.

Fortunately, liberal education is not without some champions in the business world. One leading industrialist has recently remarked: "The need for technically trained people was probably never greater than it is now. At the same time, we were never more aware that technical training by itself is not enough." And another has stated: "The most difficult problems American enterprise faces today are neither scientific nor technical, but lie chiefly in the realm of what is embraced in a liberal arts education."

Trinity College, like every other institution of higher education, is facing most difficult problems. We of the faculty appreciate the weighty responsibilities and the inevitable trials that make up a great part of the life of a college president in the present-day world. One writer has called the college presidency the "roughest profession." We sincerely hope that you, Mr. President, will find the going at Trinity not too rough. We all wish you success and happiness in your post as our new leader. We trust that you will feel free to call upon us, individually and collectively, to help lighten your burden, and we pledge you our loyal support and cooperation in the job that lies ahead.

from the City of Hartford

THE HONORABLE JOSEPH VINCENT CRONIN
Mayor of Hartford

May I say for the people of Hartford that this is a very proud and memorable day in the history of the city. May I add also that I consider the statements of President Jacobs a magnificent expression of principle, and I might add that that comes from neither a conservative nor a "pink."

For a long time now, Trinity College has been a reservoir of intellectual strength and guidance from which our city has been able to draw trained and intelligent leadership both in times of crisis and in the day-to-day job of government and community service. We in our city are grateful to Trinity for the long and distinguished array of its graduates, who, as Hartford citizens, have served our city on the Board of Education, the Common Council, in our many community agencies, and in positions of leadership of all phases of politics and government.

I believe that Trinity, that every college and university, can make no more important contributions to our American cities than that which they have done so magnificently in the past—a molding of citizens who are ready and unafraid to fight the battle for decent government in the precinct and in the ward, in the town and in the village, in the state and in the nation. We have a great and continuing need for men and women of courage and good will in public life. We will have, for example, this need in our own city in the fall in this critical year of our Charter, 1953.

I concur in the definition of one of our educational functions expressed by

Franklin D. Roosevelt that it is the responsibility of government to carry out the will of the people but it is the responsibility of organized education to make sure that the people understand their problems and are well prepared to make intelligent choices when they express their will. As he expressed it, the real safeguard of democracy is education. Upon our educational system must largely depend the perpetuity of those institutions upon which our freedom and security rest. To prepare each citizen to choose wisely, he said, and to enable him to choose freely are paramount functions of schools in a democracy.

This, I believe, is the job Trinity College has done over the years and this is the job I am confident Trinity College will do in the years to come.

For the people of Hartford, then, may I extend a welcome to all, our very special wishes to President Jacobs on his inaugural day and to Trinity College on its one hundred thirtieth anniversary. I believe, I know, that we have received into our midst another great president of a great educational institution.

from the State of Connecticut

THE HONORABLE JOHN DAVIS LODGE
Governor of Connecticut

Dr. Jacobs, I thought that was a magnificent address, wise and profound, a great utterance.

To have opportunity to address you under these distinguished circumstances is a source of much satisfaction to me.

I take especial pleasure in returning to the setting of this beautiful campus which holds such enjoyable associations for me.

For while I did not have the opportunity to attend Trinity College, Trinity is the alma mater of a good many of my friends and of the sons of my friends. Indeed, I see here a classmate of mine at Harvard, representing Harvard. I hope that is all right in Connecticut. Moreover, I had the privilege of receiving from Trinity amid these same delightful surroundings two years ago the honorary degree of Doctor of Laws. Ladies and gentlemen, that is a distinction for which I shall always be grateful and proud.

Dr. Jacobs, who brings to this campus the eminence of a great educator and a great thinker, inherits in turn at Trinity a long and notable tradition. It should be a source of pride to us all that the origins of so distinguished an institution as Trinity are entwined in the roots of our young nationhood, and that the timeless tenets which inspired the founders of our country prosper here so vigorously.

Proud we are too that many of the sons of Trinity have contributed so tellingly to the building of America. For Trinity was established and has grown through the efforts of men who walked under the archway of great thought, men who have recognized the true challenge of life and to prepare one to meet that challenge. It is well for our nation that institutions like Trinity flourish in our midst in this day when the challenge is underscored by the great issue of war and peace which confronts our people.

It is well that positions of educational leadership have been taken by Dr. Jacobs and by the distinguished men of learning and accomplishment who have

preceded him in this academic post. For in a world in which precedents are being continuously shattered, we must have the imagination to create new precedents. We must have the vision and the courage to bring forth new traditions as some of our traditions become obsolete.

Out of the ideals nurtured on the campuses of America, out of the capacities for consecutive thought and constructive action which are developed in our college classrooms, the American future will largely be fashioned. And, as I have had occasion to remind my fellow citizens at other times, we don't want that to be a future in which the draft board and the recruiting sergeant will be perpetual arbiters of the lives of American youth.

This noted seat of learning was created from faith and has achieved its sound growth and distinction in the hands of men of great faith and of resolute conviction. Today we stand in urgent need of the wider spread of faith and conviction among our people. Just as in the twelfth century there was in Europe a revival of learning which, through all the generations since, has quickened the mind of western man, so must we today impel a revival of morality to rekindle the spirit of man. Our material world will crash in splinters around us unless we have some lofty thoughts to hold it up.

As the head of our State, a state famous for its institutions of learning, I bring to Dr. Jacobs and to this noted college which he heads, the warm and continuing good wishes of our people. I extend to a venerable institution and to a vigorous new leader my own friendly greetings, both official and personal.

And I call upon our citizens to give enduring support and encouragement to Trinity College so that it may carry out in the largest possible measure its destined part in the compelling drama of our times, times which now seem tortured and chaotic, but which may with God's help and through the faith and vision and good works of man, become instead times of great fulfillment.

from the Protestant Episcopal Church

THE RIGHT REVEREND WALTER HENRY GRAY

Bishop of Connecticut and Representative of the Presiding Bishop

It is a surprise to many people that Trinity College, which was founded by the Episcopal Diocese of Connecticut one and a quarter centuries ago, has never been directly controlled by that church. In fact, the Charter of the college specifies that one-third of the trustees shall not be Episcopalians and that no religious test shall be required of either students or faculty.

The reason for this is clear: the Episcopal Church has an unshakable faith in man as well as in God. We are concerned only that the truth shall prevail "come whence it may, cost what it will." In forming this college, the Episcopal Church registered its protest against any theory that truth can survive only by coercion or that freedom of opinion and inquiry can ever lead to the destruction of religion.

The passage of the years has vindicated the church's confidence. From my own knowledge of the situation here, I think I can say that the religious life of the college today is securely grounded and we look forward to its maintenance and

growth under the leadership of a man who has demonstrated his faith both in God and in man.

It is my privilege to bring to you, Dr. Jacobs, the greetings and good wishes of the Episcopal Church. Our Presiding Bishop has asked me to represent him here and to express to you and to the college his deep personal interest in this occasion. Through his contacts with you at Columbia and at Denver, he has formed for you a high regard and an appreciation of those qualities which have made you outstanding both in the Church and in education.

It is also my pleasant privilege to bring to you the greetings of the Diocese of Connecticut, which founded this college. We know you to be a worthy successor to those who have gone before you. We look to the future of the college under your leadership with hope and with sure confidence that the good work already begun here will go forward with increasing effectiveness. May God bless you and keep you now and always!

Leaders of Liberty

the Principle Address and Greetings from Institutions of Higher Education

ROBERT L. JOHNSON

President of Temple University

Administrator of the International Information Administration

Quite frankly I consider it a great privilege to appear as a representative of higher education here today. Educators everywhere will always rejoice when the right college finds the right man.

In this case no happier alliance could be imagined. Here stands Trinity, a bright symbol of independent liberal arts education in America. Trinity has made memorable additions to our national scholarship and, through the years, has sent many men into positions of leadership in business and industry, the professions, government, education, and the arts.

Best of all Trinity is a dynamic institution with real plans for the future and with more to give to the nation than ever before.

In this and in other respects, Trinity and Albert C. Jacobs have everything in common. There are those who hold that America has declined in the quality of its leadership and that we must turn to the past to find men of stature, brilliance, competence, and integrity. I have no patience with this idea. Proportionately, I think, we may have as many big men today as we have had at any time in our history.

Yet even among modern Americans, Dr. Jacobs represents a breadth of background, an excellence of purpose, and a range of achievement that make him rare indeed. A Rhodes Scholar from the University of Michigan, he was Oxford's first American-bred full-time teaching fellow, or "Don." As you have heard before, by his writings, he has added much to our knowledge of the law and of human relations.

When President Eisenhower looked about for strong leaders to share his responsibilities at Columbia, it was Dr. Jacobs he chose as Provost. There and elsewhere, before and since, Albert Jacobs has notably helped to improve every institution he has touched.

Best of all, he brings to Trinity a creative sense of the future and a deep, rich understanding of the true mission of higher education in the United States.

What is that mission? This question has long had a healthy amount of attention in educational circles. Today it is the subject of a searching national examination, dictated by a new necessity. To be quite blunt about it, the flow of private funds for educational purposes is dwindling year by year. Unless new ways can be found to stimulate non-governmental support, we shall face grave dislocations in our whole educational structure.

Let us examine the structure, beginning, of course, with the foundations. What were the origins of higher education in America? In a very real sense, our

colleges were founded for purposes of "vocational education," primarily the training of the clergy.

This aim was never better stated than in the case of one of Trinity's most respected New England neighbors and, I might add, most devoted rivals. Amherst, so they say, was founded for the education of "indigent young men of hopeful piety."

These are meaningful words. There is a certain inspiration in the simple assertion that hope and piety are not incompatible with indigence. But the phrase speaks volumes in other ways. The ministry was the highest calling of colonial times. Learning was deeply respected. Young men of great promise were given special schooling in accordance with the goals of the community. And underlying all these goals was the New World concept of individual freedom—spiritual, intellectual, economic.

America and man's range of knowledge grew apace. Our colleges broadened the base of their instruction in history, philosophy, languages, mathematics, and the sciences. The liberal arts college became a fact and, upon its foundation, specialties began to find a footing. Instruction extended to pedagogy, science, the law, and medicine. Both the opportunities for schooling and the opportunities for leadership increased—in commerce, industry, and statecraft as well as in the learned professions.

With the onrush of the machine age, education entered an era of specialization. Great strides were made in science, medicine, engineering, agriculture, dentistry, pharmacy, and many other fields. The better higher education did its job, in fact, the more it proliferated in new knowledges, new subdivisions of knowledge, and new and necessary specialties. Today the structure has grown so great that at times it seems to overshadow the foundations.

Let us return to first purposes. The original aim of higher education in America was the selection and development of promising young men to lead a young nation along new paths of freedom. In modern parlance we might call this process the recruitment and training of leaders for liberty.

Now the concrete returns from specialized education are fairly easy to ascertain. We have built a massive and intricate society in which a variety of highly developed skills and techniques are absolutely indispensable. Let us now examine liberal arts education in terms of 1953. In these times what are its uses? Are four years of non-specialized education worth anybody's while? Or had we not better concentrate on the job of equipping and drilling specialists without further delay?

Before we attempt to answer those questions, it seems to me we have three other questions to ask:

How great is our need for replacements at levels of leadership in every walk of life?

How well have we learned the lessons of World Wars I and II, and today?

What is the real difference between modern America and its savagely ambitious rival behind the Iron Curtain?

In this age of specialization, the need was never greater for leaders of broad understanding, poise, tolerance, and judgment. Today's leader must, like all leaders in every age, know how to read and to write and to think. He must know how to take first things first, to recognize the difference between a big problem and a little one. He must know how little he knows because he knows something about how much there is to know. He must, in fact, know more than the specialists themselves, about the specialties as a whole, and about the broad pattern of their operations.

Is not such a breadth of understanding a great specialty in itself? It sometimes seems to me that we have overemphasized the cultural values of liberal arts

education, great as they may be, to the neglect of vital new applications which the past three turbulent decades have revealed. For in that period, we have seen the emergence of the executive, the leader, as a major factor in our national life.

In World War I and again in World War II, our free economic and social mechanism twice spelled the difference between victory and defeat for our country and for the free world too, of course. In today's crisis it is our greatest asset—literally the balance wheel of the world.

The stresses of war and cold war forced us to step up the mechanism to incredible speeds. In so doing we had to maintain a free interplay of action between industry, government, science, the military and all the other key forces of our American life. We have had, fortunately, leaders in many areas who have known how to achieve this interplay. These leaders have come from such a variety of backgrounds that it is hard to define them except in terms of what they do.

This much we know. Leaders must be able to evaluate all the specialties, relate them one to another, and induce them to work together toward known goals. Actually, of course, you can't induce a specialty to do anything. You can't inspire or persuade a mechanism. It is really people we are talking about. So while our biggest discoveries are made in the realm of science, technology, and production, our biggest decisions are made in the realm of human relations.

Regardless of differences in background, our leaders have certain qualities in common. They have a sense of the future, based on a knowledge of history. They have respect for the hopes and aspirations of the people about them. They recognize that personal gain and power are not the only—or even the foremost—motivations of man. They are, in short, educated men in the fundamental sense.

Above all, they understand the meaning of freedom. Embedded in the foundations of our educational structure are the principles and convictions which distinguish America from all the empires of totalitarianism, past and present. As firm as Plymouth Rock itself is the memory of the deep bravery of our early ancestors. They left safe homes, renounced security, and with their families entered the wilderness and endured incredible hardships.

They came, not in the hope of gain, not as imperialists, but in quest of spiritual goals. Theirs was the true revolution, one dedicated to making a reality of individual freedom—the finest ideal that the mind can conceive is human freedom. Wave upon wave of instinctively independent people have crossed the ocean to become Americans. Their backgrounds and tenets have differed, but they have all had certain basic ideas on which their minds have united.

What *do* free people really believe? What does fundamental education really teach? It comes down, I think, to certain simple convictions:

- that a man can better himself by his own efforts and be respected for what he does, and not for what he is
- that wealth is something to be created by mutual endeavor, not something to be taken away from somebody else
- that the privilege of citizenship carries with it personal responsibility for the improvement of the community
- that “the other fellow” has his side of the story and a right to be heard
- that government is the servant and not the master of the people and it can never confiscate property, minds, or souls
- above all, that men live for a purpose higher than their own small aims under the laws of a Power beyond that of any man or any state.

This is a time for remembering. Try as we will, we shall never achieve a technical definition of education one half so clear as that implied by a young man's growth “in stature, and in wisdom, and in favor with God and man.”

May Trinity and Albert C. Jacobs move forward together. May they strengthen the foundations of freedom and produce their share and more than their share, as I know they will, of the leaders of liberty.

The world struggle of today is basically a struggle of ideas and ideals as old as humanity itself. It simply brings into new and perhaps final opposition the forces of right and wrong, truth and falsehood, construction and destruction, generosity and greed, hope and despair, progress and poverty, courage and cowardice, peace and war,—love, if you please, and hate.

On occasions such as this wonderful inauguration, we catch a clear glimpse of the sources of the ultimate victory which will be ours according to our faith.

Conferring of Honorary Degrees

By ALBERT CHARLES JACOBS

Citations read by Albert Merriman, acting senior proctor

EARL DANIEL BABST

Doctor of Laws, Honoris Causa

"Vidisti virum velocem in opere suo? coram regibus stabit." Talibus vocabulis ex *Libro Proverbiorum* excerptis hunc virum diligentissimum allocuti sunt socii et amici, cum octoginta annos natus muneribus depositis excederet ex mercatura commercioque illo cui sex et triginta annos praeerat. Iam enim iuris peritus, societatibus se iuvenis coniunxit eorum virorum qui panibus dulciariis et saccharo (quod Romanis vix dicere, quo nobis vix carere licet) vitam animosque hominum deleniunt. Neque in his tantum negotiis operam suam collocabat, sed in legationibus domi peregre de re cibaria gestis, in libris scribendis, artibus scientiisque augendis, inde ab iuventute usque ad hunc diem aetatem quam utilissimam gessit. Virum vere Americanum, vere de civibus nostris bene meritum ad te ducimus—Earl Daniel Babst.

"Seest thou a man diligent in his business? he shall stand before kings." With such words this man was greeted by his business associates and friends when, retiring at the age of eighty, after an industrious and diligent life, he laid down the cares and responsibilities of the great company over which he had been presiding for thirty-six years. Educated in the law, as a young man he entered the National Biscuit Company, and later embarked upon a distinguished career in the American Sugar Refining Company, whose products (indescribable for a Roman, indispensable for an American) bring sweetness to our lives and spirits. But his efforts were not absorbed by these duties alone; from the days of his youth he has spent a useful life, taking part in food committees national and international; a writer of books; a promoter of the arts and learning; a true American, a true servant of his fellow citizens—Earl Daniel Babst.

PRESCOTT SHELDON BUSH

Doctor of Laws, Honoris Causa

Connecticutensem civem a civibus eius nuper praeclaris donatum honoribus volumus nos quoque, praeses honorande, pro nostris viribus honorare. Est enim vir quem, multis magistratibus functum, Moderatorem suum civitas Grenovicensis per multos annos iussit fieri; qui, Yalensis alumnus, humanitati doctrinaeque ita acriter semper studuit ut almae matris curator et fautor eligeretur; qui in mercatura negotiisque facile exstitit inter primos; cuius amore fide pietate ecclesia gaudet; qui (quod e mente fere excidit inter tot res praeclaras publice privatimque gestas) tum temporis dum studia iuventutis colebat pila pedibus missa excelebat, nunc vero inter peritos artis illius quam consularem paene dixerim, pilae scilicet Scotico ferro impellendae peritissimum se praebet. Talibus studiis florentissimum, rei publicae nostrae Senatorem clarissimum ad te adducimus—Prescott Sheldon Bush.

This citizen of Connecticut recently elevated by his fellow citizens to high office, we also, Mr. President, desire to honor as far as in us lies. A man who among

other offices served as Moderator of the township of Greenwich for many years; a graduate and a member of the Corporation of Yale, devoted to sound knowledge and education; a leader in business and industry; a man of faith, and a loyal servant of the church; a man of widespread interests in youth and in college outstanding in football, now a star in the presidential game of golf; the distinguished Senator of the United States—Prescott Sheldon Bush.

ROBERT LIVINGSTON JOHNSON

Doctor of Laws, Honoris Causa

Hunc virum cur honoribus ornemus, praeses honorande, quam plurimae sunt causae rationesque. Vicina enim ex civitate exortus, in universitate studiorum Yalensi doctrina liberali imbutus, in bello primo illo inter omnes nationes gesto bene meritus, votum quasi suscepit ut rebus privatis dispositis, omni cogitatione et cura in rem publicam adiuvandam incumberet. Quod votum esse persolutum demonstrant cum aliae curae publice susceptae, tum diligentia eius in quaestionibus Hooverianis posita, tum denique quod his mensibus nominatus est gubernator Vocis illius Americanae qua sententiae rationesque nostrae per totius mundi aerem diffunduntur. Neque ab doctrinae artiumque amore destitit tum cum res civiles curabat, sed velut antiquus quidam philosophus, animo oculisque in aeternas res intentis, publicas curas cum universitate Templari administranda ita coniunxit ut academiae illius praeclarae aedificia restauret institutiones reformaret scientiae amorem refoveret. Hunc igitur virum, ut amicus amicum, praeses praesidem inauguret, ad te placet adducere—Robertum Livingston Johnson.

We have many excellent reasons, Mr. President, for honoring this candidate. Born in a neighboring state, educated at Yale University, he served his country faithfully in the first World War and undertook the solemn promise, his own affairs once settled, to devote his every effort to the service of our country. Proof of an undertaking accomplished are his careful efforts in behalf of the Hoover Report and other governmental projects, together with his recent appointment as Administrator of the United States Information service which transmits the views and sentiments of America throughout the world airways. High office did not withdraw his interest from learning and education; but like an ancient philosopher, fixing the mind's eye upon those values which abide, he has been able to unite service to our country with service to Temple University, whose buildings he has rebuilt, whose institutions he has remoulded, whose love of learning he has rekindled. I have great pleasure in presenting to you a man who both as friend and fellow-president brings luster to our ceremony of inauguration—Robert Livingston Johnson.

Benediction

THE RIGHT REVEREND WALTER HENRY GRAY

Unto God's gracious care and protection we commit you. The Lord bless you and keep you. The Lord make his face to shine upon you and be gracious unto you. The Lord lift up the light of his countenance upon you and give you his peace and his power and his joy this day and forevermore. AMEN

Delegates from Educational Institutions

1636, HARVARD UNIVERSITY
Mason Hammond, B.A., B.Litt.
Pope Professor of the Latin Language and Literature, and Master of Kirkland House

1701, YALE UNIVERSITY
Wilmarth S. Lewis, Litt.D., L.H.D.
Fellow of the Yale Corporation

1740, UNIVERSITY OF PENNSYLVANIA
Robert T. McCracken, B.S., LL.B.
Chairman of Trustees

1746, PRINCETON UNIVERSITY
Tertius van Dyke, B.A., M.A., B.D., D.D.
Alumnus

1754, COLUMBIA UNIVERSITY
Grayson Kirk, Ph.D., LL.D.
President

1764, BROWN UNIVERSITY
Bruce M. Bigelow, Ph.B., M.A., Ph.D.
Vice President

1766, RUTGERS UNIVERSITY
Fraser Metzger, D.D., L.H.D.
Dean of Men, Emeritus

1769, DARTMOUTH COLLEGE
Charles J. Zimmerman, B.S., M.A.
Trustee

1773, DICKINSON COLLEGE
Joshua I. Tracey, Ph.D., Sc.D.
Alumnus

1787, FRANKLIN AND MARSHALL COLLEGE
N. Edward Dorian, B.S., M.D.
Alumnus

1787, UNIVERSITY OF PITTSBURGH
Lee L. Davenport, B.S., M.S., Ph.D.
Alumnus

1789, GEORGETOWN UNIVERSITY
Edwin M. Dahill, Jr., B.S.
Alumnus

1791, UNIVERSITY OF VERMONT
Fred D. Carpenter, B.A., M.A., Ph.D.
Professor of German

1791, WILLIAMS COLLEGE
James A. Taylor, B.A.
Alumnus

1794, BOWDOIN COLLEGE
Wilbert Snow, B.A., M.A., LL.D., Litt.D.
Alumnus

1795, UNION COLLEGE
Carter Davidson, B.A., M.A., Ph.D., LL.D., Litt.D., L.H.D.
President

1800, MIDDLEBURY COLLEGE
Samuel S. Stratton, Ph.D., LL.D.
President

1802, UNITED STATES MILITARY ACADEMY
Harris Jones, B.S., Brigadier General, U.S.A.
Dean of the Academic Board

1807, ANDOVER NEWTON THEOLOGICAL SCHOOL
William L. Bradley, B.D., Ph.D.
Alumnus

1812, HAMILTON COLLEGE
Robert W. McEwen, B.A., B.D., M.A., Ph.D., LL.D., L.H.D.
President

1815, ALLEGHENY COLLEGE
William Haine, B.S.
Alumnus

1817, THE GENERAL THEOLOGICAL SEMINARY
Lawrence Rose, B.A., S.T.B., S.T.D.
Dean

1817, UNIVERSITY OF MICHIGAN
Miller H. Pontius, LL.B.
Alumnus

1819, COLGATE UNIVERSITY
Karl F. Koenig, B.S., Ph.D.
Faculty member

1819, NORWICH UNIVERSITY
Edward N. Allen, Ph.B.
Alumnus

1821, AMHERST COLLEGE
Charles W. Cole, Ph.D., L.H.D., Sc.D., Litt.D., LL.D.
President

1821, THE GEORGE WASHINGTON UNIVERSITY
Raymond W. Woodward, B.S., M.S., Ph.D.
Alumnus

1822, HOBART AND WILLIAM SMITH COLLEGES
Alan W. Brown, B.A., M.A., Ph.D.
President

1823, VIRGINIA THEOLOGICAL SEMINARY
Samuel A. Budde,
Alumnus

1824, KENYON COLLEGE
Carl R. Ganter, B.A., M.A., LL.B., LL.D.
Trustee Emeritus

1824, RENSSELAER POLYTECHNIC INSTITUTE
Kenneth P. Applegate, E.E.
Trustee

1825, JEFFERSON MEDICAL COLLEGE
Edward L. Bauer, M.D.
Member, Executive Faculty

1826, LAFAYETTE COLLEGE
Frank Weston, Ph.B.
President of General Alumni Association

1831, NEW YORK UNIVERSITY
David D. Henry, B.A., M.A., Ph.D., LL.D.
Executive Vice Chancellor

1831, WESLEYAN UNIVERSITY
John W. Spaeth, Jr., B.A., M.A., Ph.D.
Dean of the Faculty

1832, GETTYSBURG COLLEGE
Arthur C. Tilley, B.A.
Alumnus

1833, UNIVERSITY OF DELAWARE
H. Paul Cleaver, B.S.
Alumnus

1834, THE HARTFORD SEMINARY FOUNDATION
Russell H. Stafford, B.A., B.D., M.A., D.D.,
LL.D., S.T.D.
President

1836, UNION THEOLOGICAL SEMINARY
Frederick C. Grant, Th.D., D.D., D.S., Litt.,
D.C.L.
Director of Graduate Studies

1837, KNOX COLLEGE
Horace R. Smith, B.S.
Alumnus

1837, MOUNT HOLYOKE COLLEGE
Roswell G. Ham, Ph.D., Litt.D., LL.D.
President

1841, FORDHAM UNIVERSITY
Laurence J. McGinley, B.A., M.A., S.T.D.,
LL.D., L.H.D.
President

1841, MANHATTANVILLE COLLEGE OF THE SA-
CRED HEART
Goodwin B. Beach, B.A., M.A., Litt.D.
Representative

1843, COLLEGE OF THE HOLY CROSS
John A. O'Brien, Ph.D.
President

1846, BUCKNELL UNIVERSITY
Paul M. Humphreys, B.A., B.D., Th.M.
Alumnus

1847, THE CITY COLLEGE OF THE COLLEGE OF
THE CITY OF NEW YORK
Samuel Kendzur, B.S., M.A.
Alumnus

1848, MUHLENBERG COLLEGE
Louis Bernstein, B.S., M.D.
Alumnus

1849, TEACHERS COLLEGE OF CONNECTICUT
Herbert D. Welte, B.A., M.A., Ph.D.
President

1850, UNIVERSITY OF UTAH
David M. Bonner, Ph.D.
Alumnus

1852, TUFTS COLLEGE
Stanley H. Osborn, M.D., C.P.H., M.P.H.,
Sc.D., D.P.H.
Alumni Council

1854, BERKELEY DIVINITY SCHOOL
Elmer J. Cook, B.Litt., B.D., Ph.D.
*Professor of the Literature and Interpretation
of the New Testament*

1856, ST. LAWRENCE UNIVERSITY
Carlyle H. Black, B.S.
Vice President and Trustee

1857, THE DIVINITY SCHOOL OF THE PROTES-
TANT EPISCOPAL CHURCH IN PHILADELPHIA
Edward H. Ehart, Jr., B.A., Th.B., Th.D.,
Th.M.
Alumnus

1858, SEABURY-WESTERN THEOLOGICAL SEMI-
NARY
James A. Paul, B.A., B.D., D.D.
Alumnus

1859, THE COOPER UNION
Herbert F. Roemmele, B.S., M.E.
Dean of Students

1860, BARD COLLEGE
James H. Case, Jr., B.A., M.A.
President

1861, VASSAR COLLEGE
Mrs. Henry Lyman, B.A.
Alumna

1863, BOSTON COLLEGE
J. Delphis Gauthier, B.S., B.A., M.A., Lic.Ph.,
S.T.L., D.ès L.
Chairman, Romance Language Department

1863, KANSAS STATE COLLEGE
Harold E. Ross, B.S.
Alumnus

1863, UNIVERSITY OF MASSACHUSETTS
Frank P. Rand, B.A., M.A.
Dean of School of Liberal Arts

1863, MASSACHUSETTS INSTITUTE OF TECH-
NOLOGY
Walter S. Wojtczak, B.S., C.E.
Alumnus and Honorary Secretary

1864, BATES COLLEGE
Harry W. Rowe, B.A., M.A.
Dean of the Faculty

1864, SWARTHMORE COLLEGE
Robert P. Jones, B.A.
Alumnus

1864, UNIVERSITY OF DENVER
Evelyn H. Hosmer, B.A.
Executive Secretary of the University
Robert W. Selig
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